2000
Academic Performance Index
Base Report

Information Guide

January 2001

prepared by the
Policy and Evaluation Division
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UPDATE ON THE PSAA

- The Public Schools Accountability Act of 1999 (PSAA) was enacted into law in April 1999.
- The PSAA has three main components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program.

Academic Performance Index (API) and Growth

- The 2000 API is a numeric index (or score) between 200 to 1000, reflecting a school's performance on results of the 2000 administration of the Stanford 9, a nationally-normed test that is administered annually to California public school students in grades 2 through 11 as part of the Standardized Testing and Reporting (STAR) program.
- Other performance indicators such as the California Standards Test and the high school exit exam and graduation and attendance rates will be added to the API when the data are available. The law requires that test results constitute at least 60 percent of the API.
- Schools receiving an API score between 200 and 1000 are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school's API score and ranking are compared to schools statewide and to schools with similar demographic characteristics. An API score of 800 will serve as the interim growth target for all schools until state performance standards are adopted.
- Schools receiving an API score also receive API scores for each numerically significant ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets also are set for each numerically significant subgroup and the school as a whole.
- The annual growth target for a school is five percent of the distance between a school's API and the interim statewide performance target of 800. For any school below an API of 800, the minimum annual target is one point. A school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. In most cases, the growth target for each numerically significant subgroup is 80 percent of the schoolwide target.
- The 2000 API base reports provided in January 2001 include for each school the percent of students tested for the 2000 STAR, the number of students included in the 2000 API base score, 2000 statewide and similar schools ranks, and the 2000–2001 growth target. An API base report for numerically significant subgroups is also included.
- The new small schools 2000 API base reports provided in January 2001 include for each small school the percent of students tested for the 2000 STAR, the number of students included in the 2000 API, and the 2000 API base score. Small schools are defined as having between 11 and 99 valid Stanford 9 test scores. Ranks, targets, and subgroup APIs are not calculated for small schools on these reports.
- The 2000 API base results will be posted on the California Department of Education (CDE) API website at http://api.cde.ca.gov on January 17, 2001.

- Schools must report their API results in their local School Accountability Report Cards annually. Each school district's governing board also must discuss these results at a regularly scheduled public meeting.
- Generally, API results are reported twice a year: (1) base year reports each January and (2) growth reports each fall.

Immediate Intervention/Underperforming Schools Program (II/USP)

- For the 2000–2001 school year, $21.5 million is available to support a second group of 430 schools that volunteered and were selected for Immediate Intervention/ Underperforming Schools Program (II/USP), based on the 1999–2000 growth results.
- Each year, schools that place in the lower five deciles of the previous year's statewide API ranking and do not meet their annual growth targets are eligible for the II/USP.
- Under II/USP, schools are required to write an action plan and receive assistance to improve academically.
- II/USP schools are eligible to submit a competitive application for the Comprehensive School Reform Demonstration (CSRD) program.
- Schools already in II/USP that continue to fall below their targets or do not show significant growth may be subject to local interventions or eventually to state sanctions.

2000–2001 API Awards Programs

- For the 2001–2002 school year, two awards programs are scheduled to provide funds to be given to schools and/or school site employees, based on API growth: (1) the Governor's Performance Award (GPA) and (2) the Certificated Staff Performance Incentive Award (Assembly Bill 1114). The School Site Employee Performance Bonus was for the 2000–2001 school year only.
- It is anticipated that funds for the GPA and Certificated Staff Incentive awards for the 2001–2002 school year will be appropriated in July 2001.

Alternative Accountability System

- The State Board of Education in July 2000 approved the framework for an Alternative Accountability System comprised of three models to be implemented over a three-year period: (1) Small Schools Model for schools that serve traditional populations but have between 11 and 99 valid test scores; (2) Special Education Schools and Centers Model; (3) Alternative Schools Accountability Model for alternative schools serving a majority of high-risk students including continuation schools, opportunity schools, community day schools, and county court and community schools. Very small schools with fewer than 11 valid test scores will also be held accountable under this model.
- Schools in the Small Schools Model receive a 2000 API Base with an asterisk to designate the larger statistical uncertainty of an API based on fewer than 100 valid test scores. Additional accountability measures are not proposed for Special Education Schools and Centers at this time. The base year for reporting on indicators in this model will be the 2001–02 school year. (See "PSAA Timeline" for further details.)

SUMMARY OF SENATE BILL 1552
CHANGES TO THE PSAA

Senate Bill 1552 (Chapter 695 of 2000) was signed by the Governor September 25, 2000 and makes revisions to the Public Schools Accountability Act (PSAA) of 1999 (Senate Bill 1X, Chapter 3 of 1999). This summary describes changes to key selected sections of the PSAA. A detailed description of these changes is located on the California Department of Education's PSAA web site at http://www.cde.ca.gov/psaa.

Academic Performance Index (API)

Education Code Changes	Text from SB1552
52052 (a) Further clarifies the definition of numerically significant ethnic or socioeconomically disadvantaged subgroup.	"An ethnic or socioeconomically disadvantaged subgroup of at least 100 pupils constitutes a numerically significant subgroup, even if the subgroup does not constitute 15 percent of the total enrollment at a school."
52052 (c) Further clarifies the definition of the minimum percentage growth target of 5 percent.	"For schools below the statewide API performance target adopted by the State Board of Education pursuant to subdivision (d), the minimum annual percentage growth target shall be 5 percent of the difference between a school's actual API score and the statewide API performance target, or one API point, whichever is greater. Schools at or above the statewide API performance target shall have, as their growth target, maintenance of their API score above the statewide API performance target."
52052 (c) Further clarifies the definition of meeting the growth target.	"To meet its growth target, a school shall demonstrate that the annual growth in its API is equal to or more than its schoolwide annual percentage growth target and that all numerically-significant ethnic and socioeconomically disadvantaged subgroups, as defined in subdivision (a) of Section 52052, are making comparable improvement."
52052.3 **Added by Chapter 71 of 2000 (SB 1667)** Allows inclusion of test scores of certain pupils in a high school district.	"Test scores of pupils who are in the first year of enrollment in a high school district, but who, in the prior year, were enrolled in an elementary school district that normally matriculates to the high school district, shall be included in the Academic Performance Index, as provided in Section 52052."

Immediate Intervention/Underperforming Schools (II/USP)

Education Code Changes	Text from SB1552
52053 (h) through (m) Defines the selection for the II/USP for 2000 and thereafter.	"(h) By September 15, 2000, and each year thereafter, the Superintendent of Public Instruction, with the approval of the State Board of Education, shall identify schools that failed to meet their Academic Performance Index (API) growth targets and that have an API below the 50th percentile relative to all other public elementary, middle or high schools. The Superintendent of Public Instruction shall invite these schools to participate in the Immediate Intervention/Underperforming Schools Programs. A school invited to participate may take any action to improve pupil performance not otherwise prohibited under state or federal law and that would not require reimbursement by the Commission on State Mandates. (i) The total number of schools selected for participation in the program shall be no more than the number that can be funded through the total appropriation for the planning grants referenced in subdivision (l) below. (j) If fewer schools apply for participation than can be funded, the Superintendent of Public Instruction, with the approval of the State Board of Education, shall randomly select the balance of schools from schools eligible to participate that did not apply. Insofar as possible, the schools randomly selected should reflect a Representative proportion of elementary, middle and high schools, as well as a broad range of academic achievement. (k) If more schools apply for participation than can be funded, the schools shall be selected on the order in which they apply. Insofar as possible, the schools randomly selected should reflect a Representative proportion of elementary, middle and high schools, as well as a broad range of academic achievement. (l) A school selected to participate on or before October 15, 2000, and each year thereafter, shall be awarded a planning grant from funds appropriated pursuant to this act of fifty thousand dollars ($50,000). (m) Schools selected for participation in the program shall be notified by the Superintendent of Public Instruction no later than October 15 of each year."

Immediate Intervention/Underperforming Schools (II/USP)

Education Code Changes	Text from SB1552
52054 (a) Revises the date of October 1 to November 15 for the governing board of a school district, with one or more schools selected for II/USP, to contract with an external evaluator.	
52054 (b) Deletes November 15 as the due date for the selected external evaluator to solicit input from the parents and legal guardians of the pupils of a school selected for II/USP.	
52054 (c) and 52054 (d) Revises the date of December 15 to February 15 for the external evaluator of a school selected for II/USP to complete a review of the school. Adds the requirement that the review be conducted in collaboration with the broad-based schoolsite and community team selected pursuant to 52054 (a). Deletes March 15 as the due date that the action plan is to be developed.	
52054 (e) through (g) becomes 52054 (d) through (f) respectively.	
52054 (g) new Allows a school action plan to include a proposal to increase the number of instructional days.	"(g) The school action plan may propose to increase the number of instructional days offered at the schoolsite and also may propose to increase up to a full 12 months the amount of time for which certificated employees are contracted, if all of the following conditions are met: (1) Provisions of the plan proposed pursuant to this subdivision shall not violate current applicable collective bargaining agreements. (2) An agreement is reached with the exclusive representative concerning staffing specifically to accommodate the extended school year or 12-month contract."
52054 (h) through (i) becomes 52054 (i) through (j) respectively	

Immediate Intervention/Underperforming Schools (II/USP)

Education Code Changes	Text from SB1552
52054 (i) new Revises the date of April 15 to May 15 for the governing board of a school district with schools selected for II/USP to submit the action plan and request for funding to the Superintendent of Public Instruction. Adds that the Superintendent of Public Instruction shall "review the school action plan and recommend approval or disapproval of the school's request for funding to the State Board of Education."	
52054 (j) new Revises the date of May 15 to July 15 for the State Board of Education to review and approve or disapprove requests for funding for II/USP implementation grants. Adds a 30 day notification requirement.	"Within thirty days of the State Board of Education's review, the State Superintendent of Public Instruction shall notify the effected school districts of the state of the board's action regarding the request for funding."
Clarifies that a waiver may be requested by a governing board of a school district or by a county board of education.	"In conjunction with its approval of a request for funding to implement a school's action plan, the State Board of Education may, at the request of the governing board of the school district or the county board of education for a school under its jurisdiction, waive all or any part of any provision of this code, or any regulation adopted by the State Board of Education, controlling any of the programs listed in clause (i) of subparagraph (B) of paragraph (1) of subdivision (a) of Section 54761 and Section 64000 if the waiver does not result in a decrease in the instructional time otherwise required by law or regulation or an increase in state costs and is determined to be consistent with subdivision (a) of Section 46300."
52054.5 Deletes the June 15 due date as the required date for a school's application to be approved in order to receive funding.	
52055.5 (b) Clarifies that II/USP implementation funding is for a maximum of 36 months.	"Thirty-six months after receipt of funds pursuant to Section 52054.5, a school is no longer eligible to receive funding pursuant to that section."
52056 (a) Deletes the requirement that similar schools growth ranks be reported.	

Immediate Intervention/Underperforming Schools (II/USP)

Education Code Changes	Text from SB1552
52056 (b) and (c) Deletes the July 2000 due dates for schools to report their API ranking in their annual school accountability report cards. Revises the July 2000 due dates for the governing board of each school district to discuss the API ranking to "following the annual publication of the API and school rankings by the Superintendent of Public Instruction." Specifies that school districts must discuss the results at the next regularly scheduled meeting.	

Governor's Performance Award (GPA) Program

Education Code Changes	Text from SB1552
52057 (a) Further clarifies the definition of numerically significant ethnic or socioeconomically disadvantaged subgroup.	"For purposes of this section, an ethnic or socioeconomically disadvantaged subgroup of at least 100 pupils constitutes a numerically significant subgroup, even if the subgroup does not constitute 15 percent of the total enrollment at a school."
52057 (d) Clarifies that a waiver may be requested by the governing board of a school district or county board of education (rather than the school).	"A governing board of a school district or a county board of education with one or more schools under its jurisdiction that are eligible to receive an award from the Governor's Performance Award Program may request on behalf of those schools that the State Board of Education waive all or any part of any provision of this code, or any regulation adopted by the State Board of Education, controlling any of the programs listed in clause (i) of subparagraph (B) of paragraph (1) of subdivision (a) of Section 54761 and Section 64000."
Clarifies that the waiver be granted for no longer than three consecutive years.	"The waiver shall be granted for no more than three consecutive fiscal years. A governing board of a school district or a county board of education may request a renewal for schools under their jurisdiction that still meet the eligibility criteria."
52057 (e) Clarifies that the waiver may provide maximum flexibility in the expenditure of funds to a governing board of a school district or county board of education (rather than to a school).	"The waiver granted pursuant to subdivision (d) of Section 52057 may also provide the governing board of a school district or a county board of education with maximum flexibility, on the part of eligible schools within the districts, in the expenditure of any new or existing categorical funds not otherwise prohibited under state or federal law to enable the school to continue improvement in pupil performance."

Evaluation Requirements and Appropriations

Education Code Changes	Text from SB1552
52058 (a) Revises the January 31, 2002 due date for schools in II/USP to submit an evaluation on the impact, costs, and benefits of the program. The new due date shall be November 30 and each year thereafter.	"Each school district with schools participating in the Immediate Intervention/Underperforming Schools Program established pursuant to Section 52053 shall submit to the Superintendent of Public Instruction an evaluation of the impact, costs, and benefits of the program as it relates to the school district and the schools under its jurisdiction that are participating in the program and whether or not the schools met their growth targets, with an analysis of the reasons why the schools have or have not met those growth targets. Costs to develop and submit the evaluation shall be funded with resources provided pursuant to Article 3 (commencing with Section 52053). The evaluation shall be submitted by November 30, subsequent to the first full year of action plan implementation by participating schools, and on November 30, of each year thereafter."
Section 2 (a) (3) Revises the 2001-02 fiscal year to the 2000-01 fiscal year for funds to be available for allocation for the GPA (if the funds have not been allocated by June 30, 2000).	

API AWARDS AND REGULATIONS

On January 11, 2001, the State Board of Education adopted regulations for awards programs linked to the Academic Performance Index (API). These regulations are titled "Article 1.7 (Sections 1031-1038) to Subchapter 4, Chapter 2, Division 1 of Title 5 of the California Code of Regulations." They can be found on the California Department of Education (CDE) website at http://www.cde.ca.gov/psaa/awards. Several sections of the new regulations address what constitutes a valid API score and how many years (i.e., API reporting cycles) a school is ineligible for awards if the API is declared invalid. The following summarizes the adopted regulations in this area.

What Constitutes a Valid API

	Title 5, California Code of Regulations Division 1, Chapter 2, Subchapter 4, Article 1.7 Award Programs Linked to the API	**Number of Years a School Is Ineligible for Awards (§ 1032 (c))**
§ 1032 (d)	A school's API shall be considered invalid under the following circumstances:	
	(1) The local educational agency has certified that there were adult testing irregularities at the school.	**2**
	(2) The local educational agency has certified that the API is not representative of the pupil population at the school.	**2**
	(3) The local educational agency has certified that the school has experienced a significant demographic change in pupil population between the base year and growth year, and that the API between years is not comparable.	**1**
	(4) The school's proportion of parental waivers compared to its Standardized Testing and Reporting Program (STAR) enrollment, pursuant to Education Code section 60640 et seq., is equal to or greater than 15 percent. There shall be no rounding in determining this minimum parental waiver proportion (i.e., 14.99 percent is not 15 percent).	
	(5) Information is made available to or obtained by the CDE that indicates that the integrity of the API may have been compromised. If after reviewing the information the CDE determines that further investigation is warranted, the CDE may conduct an investigation to determine if the integrity of the API has been jeopardized.	
§ 1032 (e)	In the event that, subsequent to the calculation of an API for a school, information is made available to or obtained by the CDE that would lead a reasonable person to conclude that one or more of the circumstances set out in subdivision (d) occurred, the CDE may invalidate the school's API until such time that the CDE has satisfied itself that the integrity of the API has not been jeopardized.	

Two other sections of the new regulations address the minimum participation rate calculation for awards eligibility and the school funding rate calculation for the Governor's Performance Award (GPA) program. The following summarizes the adopted regulations in this area.

Minimum Participation Rate Calculation for Awards Eligibility and School Funding Rate Calculation for the GPA

Title 5, California Code of Regulations
Division 1, Chapter 2, Subchapter 4, Article 1.7
Award Programs Linked to the API

§ 1032 (h)	For elementary and middle schools, the minimum participation rate for all three awards programs shall be 95 percent; for high schools, it shall be 90 percent for the 2000 API growth, with the intention of increasing this rate to 95 percent in the future. (3) The participation rate shall be calculated as follows: (A) Divide the total number of test-takers in grades 2-11 at the school site by (B) The total enrollment in grades 2-11 minus the number of pupils exempted from taking the test either by • their Individualized Education Program (IEP) pursuant to Education Code section 60640(e) or • parent waivers pursuant to Education Code section 60615. (4) For purposes of subdivision (3)(B) above, enrollment shall be determined by the enrollment information collected by the CDE as part of the Standardized Testing and Reporting Program (STAR), pursuant to Education Code sections 60640 et seq. (5) In the case of pupil testing irregularities, the scores of affected pupils shall be eliminated from the calculations of the school's growth API, although the pupils are counted as tested and shall contribute to the school's participation rate. (6) There shall be no rounding in determining this minimum participation rate (i.e., 94.9 percent does not equal 95 percent).
§ 1033 (a)	Schools that meet the eligibility requirements for the Governor's Performance Award Program (GPA) shall receive the per pupil award amount for each of their eligible pupils determined as follows: (1) The school funding rate is the total number of test-takers divided by the total enrollment on the first day of testing for grades 2-11 minus • the IEP exemptions. (2) There shall be no rounding in determining the school funding rate (i.e., 94.9 percent does not equal 95 percent). (3) The kindergarten, first grade and 12th grade enrollment as established for that school year by the California Basic Education Data System (CBEDS) shall be added to the total enrollment on the first day of testing for grades 2-11, less the number of pupils with testing irregularities, then multiplied by the school funding rate. This result, simplified to the nearest whole number (i.e., 1.51 equals 2) shall determine the number of eligible pupils upon which the GPA awards are based. (4) The amount allocated per pupil shall be determined on a prorata basis from the total amount of funding available in the annual State Budget.

The following chart provides three examples of the minimum participation rate calculation for awards eligibility and school funding rate calculation for the GPA.

		Example #1	Example #2	Example #3
Step 1: Check for 95% or 90% Participation Rate Must be at or above 0.950000 (elementary or middle schools) or a 0.900000 (high schools) to be eligible				
A	Total enrollment first day of testing (grades 2–11)	300	300	300
B	Total students tested on STAR (grades 2–11)	280	270	258
C	Total IEP exemptions	5	5	5
D	Total parent waivers	7	6	6
E	Percent participation* ***B*** *divided by* (***A*** *less* ***C*** *less* ***D***)	0.972222	0.934256	0.892734
	Example #1: 280/(300 – 5 – 7) = 280/288 = .972222		Elementary and Middle Schools Not Eligible	All Schools Not Eligible
Step 2: Calculate funding rate				
G	Funding rate* ***B*** *divided by* (***A*** *less* ***C***)	0.949153	0.915254	Not Eligible
	Example #1: 280/(300 – 5) = 280/295 = 0.949153			
Step 3: Compute adjusted student enrollment for funding				
GK	Grade K CBEDS enrollment	52	0	Not Eligible
G1	Grade 1 CBEDS enrollment	51	0	Not Eligible
G12	Grade 12 CBEDS enrollment	0	140	Not Eligible
IR	Student irregularities	3	0	Not Eligible
J	Total enrollment on the first day of testing (grades 2–11) plus enrollment at other grades less student irregularities ***A*** *plus* ***GK*** *plus* ***G1*** *plus* ***G12*** *less* ***IR***	400	440	Not Eligible
K	Adjusted student enrollment for funding ***F*** *multiplied by* ***J****, the result rounded to the nearest whole number*	380	403	Not Eligible
	Example #1: 0.949153 x (300 + 52 + 51+ 0 – 3) = 379.6612 becomes 380			
Step 4: Total amount of cash award				
M	Amount of GPA cash award ***K*** *multiplied by $63.319310, the result rounded to the nearest whole number*	$24,061.00	$25,518.00	Not Eligible
	Example #1: 380 x $63.319310 = $24,061.24 becomes $24,061.00			

**These rates are capped at 100%*

Note:
At its November 2000 meeting, the State Board decided that, beginning with the 2001 Growth API participation rate, the number of parental waivers will be included in the denominator of the calculation, resulting in a rate that becomes lower as the parental waivers increase. Additionally, the minimum participation rate for high schools will be 95 percent. These provisions are currently being incorporated into emergency regulations for the 2001 Growth API scheduled for State Board action at its March 2001 meeting.

PSAA TIMELINE

January 2001

- API Summary Reports for 2000 API Base, including API base, growth targets, subgroup data, and statewide and similar schools ranks, posted on California Department of Education (CDE) API website on January 17, 2001 (This API is based on results of the 2000 Stanford 9 and is the same as the 2000 API Growth for most schools. The 2000 API Base for middle and high schools in high school districts may be different).
- Small Schools 2000 API Base (APIs with an asterisk *) posted on the CDE API website on January 17, 2001 (This report will not include school ranks, subgroup data, or growth targets).

February 2001

- School Site Employee Performance Bonus data collection forms due to CDE by February 1, 2001.
- Detailed Reports for 2000 API Base posted on the CDE API website.
- Governor's Performance Awards funding distributed to eligible schools.

March 2001

- State Board of Education to adopt proposed indicators and other aspects of the Alternative Schools Accountability Model for the Alternative Accountability System.
- Guidelines developed for reporting results and providing recognition and intervention for schools in Alternative Schools Accountability Model.

April–June 2001

- School Site Employee Performance Bonus funding distributed to eligible schools.
- CDE conducts workshops statewide on Alternative Schools Accountability Model requirements and indicators.

May 2001

- Immediate Intervention/Underperforming Schools Program (II/USP) action plans and the optional Comprehensive School Reform Demonstration (CSRD) program applications due to CDE by May 15.
- Certificated Staff Performance Incentive Act funding distributed to eligible schools.

July 2001

- State Board approves by July 15 II/USP and CSRD funding requests from planning grant schools and funds disseminated for implementation of school action plans.

* In the Alternative Accountability System small schools model, an API with an asterisk will be provided to schools with 11 to 99 valid Stanford 9 scores. The asterisk is designed to acknowledge the greater statistical uncertainty of an API based on fewer than 100 scores.

July 2001 (continued)

- Funds appropriated for Governor's Performance and Certificated Staff Performance Incentive Act (second awards cycle funding).

Fall 2001

- Eligible schools selected for II/USP by October 15 (third cohort).
- Reports for 2000-2001 API Growth, including growth targets achieved/not achieved, and subgroup data, posted on the CDE API website
- Schools in the Alternative Schools Accountability Model select indicators and secure local board approval in September.
- Recommendations for the accountability model for special education schools and centers developed and provided to State Board.
- II/USP schools (first cohort) that do not meet growth targets receive public hearing, and local governing board chooses type of local intervention.
- Annually after first year of implementation, evaluation of impact, costs, and benefits of the II/USP due to CDE from II/USP schools (first cohort) by November 30.

January 2002

- API Reports for 2001 API Base, including API base, growth targets, subgroup data, and statewide and similar schools ranks, posted on CDE API website. It is likely that this API will include results of the English-language arts section of the California Standards Test.
- Schools in the Alternative Accountability Schools Model report baseline data for 2001–2002.

Fall 2002

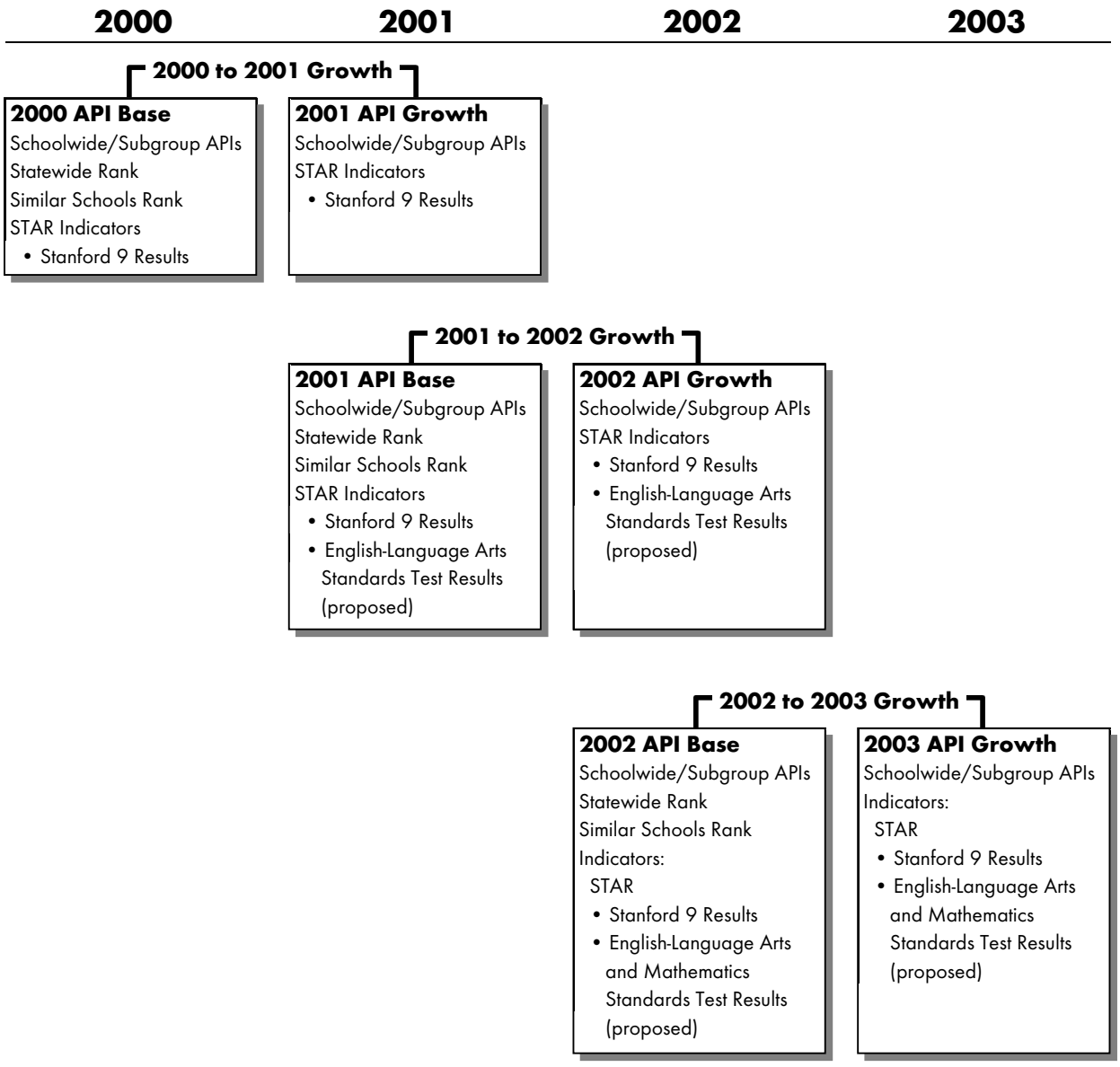
- Reports for 2001-2002 API Growth, including growth targets achieved/not achieved and subgroup data posted on the CDE API website.
- II/USP schools (first cohort) that do not meet growth targets but show significant growth continue in II/USP.
- II/USP schools (first cohort) that do not meet growth targets and do not show significant growth fall under the sanctions of the State Superintendent of Public Instruction and State Board of Education.
- II/USP schools (second cohort) that do not meet growth targets receive public hearing, and local governing board chooses type of local intervention.

July 2003

- Schools in the Alternative Schools Accountability Model report data for 2002–2003.

Note: For updated PSAA information and timelines, regularly check the California Department of Education (CDE) website at http://www.cde.ca.gov/psaa.

API REPORTING CYCLES



An API reporting cycle consists of two components: (1) base year information and (2) growth information. The base year reports are provided each January, and the growth reports are provided each fall. The State Board of Education determined in July 2000 that the 2000 API Base should use the same methodology and indicators as that used for the 1999 API Base. Small schools, those with between 11 and 99 valid test scores, receive an asterisked API beginning with the 2000 API Base.

Senate Bill 1552 requires that test results for any first-year student in a high school district be included in the school's API if that student came to the district from an elementary school district that normally feeds into that high school district. As a result, the 2000 API Base, ranks, and growth targets for all middle and most high schools in high school districts include these students. In contrast, the 1999–2000 API growth reports for these schools did not include these students.

CALCULATING THE ACADEMIC PERFORMANCE INDEX

How to Calculate the 2000 API Base for an Elementary or Middle School (Grades 2–8)

The 2000 Academic Performance Index (API) Base for an elementary or middle school is calculated in the same way as the 1999 API Base. The 2000 API Base is derived from a school's Stanford 9 scores in reading, language, spelling, and mathematics for grades 2–8 from the Spring 2000 administration. Schools must have valid Stanford 9 test scores from at least 100 pupils to obtain an API score. Small schools must have valid Stanford 9 scores from between 11 and 99 pupils to obtain a small schools API (an API with an asterisk).

Inclusion/Exclusion Rules: Student scores are excluded if (1) the pupil first attended the district in the current year as indicated on the STAR answer document, (2) the test administration accommodation for the pupil is more than one grade out of level, or (3) any of the following four test administration accommodations are marked "yes" for all content areas: Braille, flexible scheduling, revised test format, or use of aids and/or aides. A particular content area of a record is excluded if (1) the percentile rank for that content area is not between 1 and 99 or (2) the test administration accommodation for that content area is marked "yes" for any of the four reasons under #3 above.

- **Step 1:** Determine the percentage of pupils scoring within prescribed performance bands for a particular subject area, in this case for Reading. In this example, 5% of the school's pupils score in Performance Band 5 (between the 80–99th NPR) in Reading.

- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band. In this example for Reading, the Weighted Score for pupils scoring in Performance Band 5 (between the 80–99th NPR) is 50.

Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	5%	50
4	60-79th NPR	875	5%	44
3	40-59th NPR	700	25%	175
2	20-39th NPR	500	35%	175
1	1-19th NPR	200	30%	60

NPR = National Percentile Rank

- **Step 3:** Repeat Steps 1 through 4 for each remaining content area.

Stanford 9			Language		Spelling		Mathematics	
A		B	E	F	G	H	I	J
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	10%	100	5%	50	5%	50
4	60-79th NPR	875	10%	88	10%	88	10%	88
3	40-59th NPR	700	30%	210	25%	175	25%	175
2	20-39th NPR	500	30%	150	35%	175	35%	175
1	1-19th NPR	200	20%	40	25%	50	25%	50

- **Step 4:** Sum the weighted scores across performance bands. The Total Weighted Score Across Bands for Reading is 504.

- **Step 5:** Multiply the Total Weighted Score Across Bands by its Content Area Weight to obtain the Total Weighted Score for Content Area (a x b = c). In this example, the Total Weighted Score for the Content Area of Reading is 151.

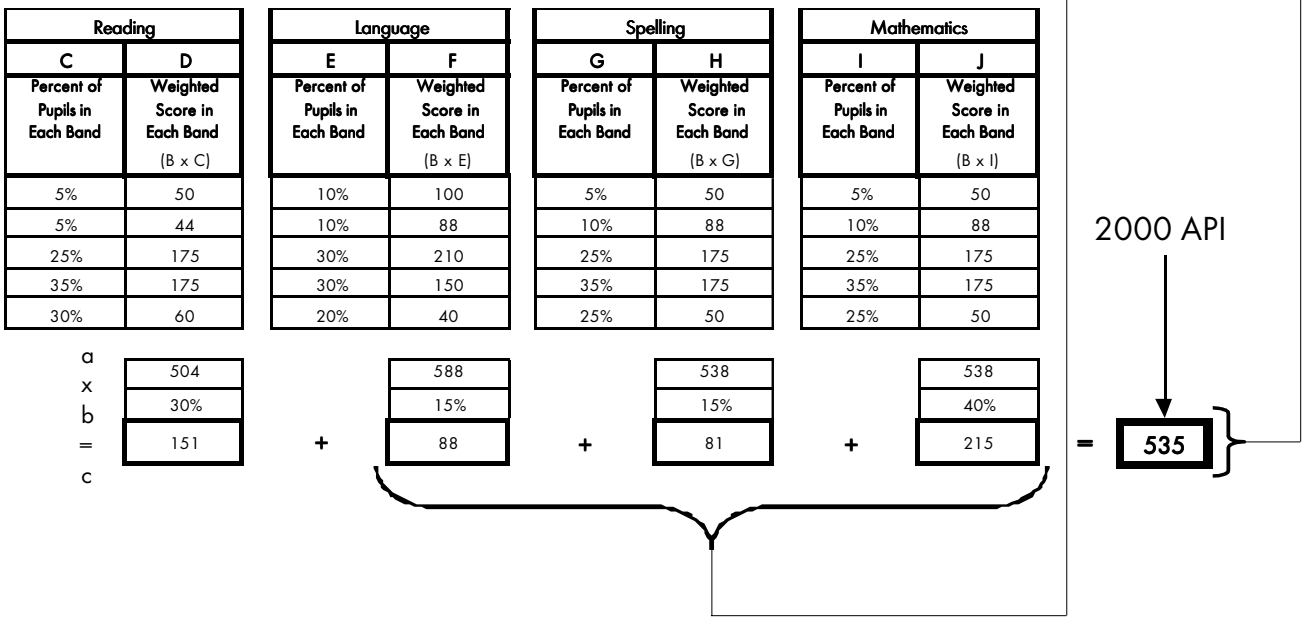
Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	5%	50
4	60-79th NPR	875	5%	44
3	40-59th NPR	700	25%	175
2	20-39th NPR	500	35%	175
1	1-19th NPR	200	30%	60

a Total Weighted Score Across Bands
b Content Area Weight
c Total Weighted Score for Content Area:

a	504
x	
b	30%
=	
c	151

NPR = National Percentile Rank

- **Step 6:** Repeat Steps 4 and 5 for each remaining content area.
- **Step 7:** Sum the total weighted scores across all content areas. This sum of the weighted scores for all subject areas will be the **2000 API** for the school.



Reading		Language		Spelling		Mathematics	
C	D	E	F	G	H	I	J
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5%	50	10%	100	5%	50	5%	50
5%	44	10%	88	10%	88	10%	88
25%	175	30%	210	25%	175	25%	175
35%	175	30%	150	35%	175	35%	175
30%	60	20%	40	25%	50	25%	50
a	504		588		538		538
x	30%		15%		15%		40%
b							
=	151	+	88	+	81	+	215
c							

Additional Calculation Rules:

- The API is the sum of the content area scores rounded to the nearest whole number.
- The API for schools with grade configurations that include both grades 8 and 9 is the average of the APIs for the two grade configuration segments weighted by the number of pupils with valid scores in the two segments. For example, for a K–12 school, the API is the weighted average of the APIs for grades 2–8 and for grades 9–11.

Example: 2000 API for an Elementary or Middle School (Grades 2–8)

Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	5%	50
4	60-79th NPR	875	5%	44
3	40-59th NPR	700	25%	175
2	20-39th NPR	500	35%	175
1	1-19th NPR	200	30%	60

a Total Weighted Score Across Bands
b Content Area Weight
c Total Weighted Score for Content Area:

a	504
x	
b	30%
=	
c	151

Language		Spelling		Mathematics	
E	F	G	H	I	J
Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
10%	100	5%	50	5%	50
10%	88	10%	88	10%	88
30%	210	25%	175	25%	175
30%	150	35%	175	35%	175
20%	40	25%	50	25%	50
	588		538		538
	15%		15%		40%
+	88	+	81	+	215

2000 API = 535

How to Calculate the 2000 API Base for a High School (Grades 9–11)

For high schools, grades 9–11, the 2000 Academic Performance Index (API) is based on the Stanford 9 scores in reading, language, mathematics, science, and social science from the Spring 2000 administration. Schools must have valid Stanford 9 test scores from at least 100 pupils to obtain an API score. Small schools must have valid Stanford 9 scores from between 11 and 99 pupils to obtain a small schools API (an API with an asterisk).

- The API for high schools is computed in the same way as for elementary and middle schools. The weight for each high school content area is 20%.

Reading		Language		Mathematics		Science		Social Science	
C	D	E	F	G	H	I	J	K	L
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
5%	50	5%	50	10%	100	5%	50	5%	50
5%	44	10%	88	15%	131	15%	131	15%	131
25%	175	35%	245	30%	210	15%	105	25%	175
35%	175	30%	150	30%	150	35%	175	35%	175
30%	60	20%	40	15%	30	30%	60	20%	40
504		573		621		521		571	
20%		20%		20%		20%		20%	
101	+	115	+	124	+	104	+	114	

The Inclusion/Exclusion Rules and Additional Calculation Rules described for grades 2–8 are the same for grades 9–11.

Example: 2000 API Base for a High School (Grades 9–11)

Stanford 9			Reading		Language	
A		B	C	D	E	F
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)
5	80-99th NPR	1000	5%	50	5%	50
4	60-79th NPR	875	5%	44	10%	88
3	40-59th NPR	700	25%	175	35%	245
2	20-39th NPR	500	35%	175	30%	150
1	1-19th NPR	200	30%	60	20%	40

a Total Weighted Score Across Bands:	504		573	
b Content Area Weight:	20%		20%	
c Total Weighted Score for Content Area:	101	+	115	

NPR = National Percentile Rank

Mathematics		Science		Social Science	
G	H	I	J	K	L
Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
10%	100	5%	50	5%	50
15%	131	15%	131	15%	131
30%	210	15%	105	25%	175
30%	150	35%	175	35%	175
15%	30	30%	60	20%	40

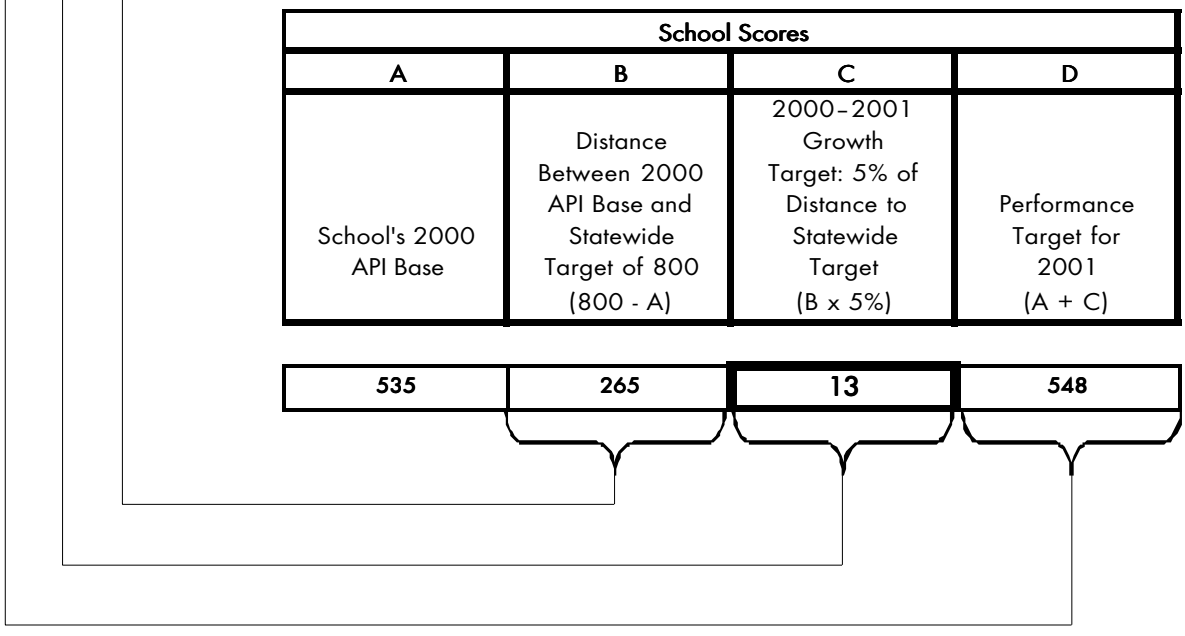
	621		521		571		
	20%		20%		20%		
+	124	+	104	+	114	=	558

2000 API

How to Calculate the 2000–2001 Schoolwide Growth Target

The 2000–2001 schoolwide growth target will be calculated as 5% of the distance between a school's 2000 API Base and the statewide interim performance target of 800 and rounded to the nearest whole number. The target is based on the school's 2000 API Base.

- **Step 1:** To calculate the growth target for a school with an API Base below 800, first find the distance between the 2000 school API Base and the statewide target. In this example, 800 minus 535 = 265.
- **Step 2:** To obtain the growth target, multiply the result of Step 1 by 5%. This result is rounded to the nearest whole number. In this example, 265 times 5% = 13.
- **Step 3:** To obtain the school's 2001 performance target (i.e., API Target), add the 2000 API to the Growth Target. In this example, 535 + 13 = 548.



School Scores			
A	B	C	D
School's 2000 API Base	Distance Between 2000 API Base and Statewide Target of 800 (800 - A)	2000–2001 Growth Target: 5% of Distance to Statewide Target (B x 5%)	Performance Target for 2001 (A + C)
535	265	13	548

Note: For any school with a 2000 API Base below 800, the minimum growth target is at least 1 point. Any school with a 2000 API Base of 800 or more must maintain an API of at least 800 in order to meet its growth target. Growth targets are not calculated for small schools (schools having between 11 and 99 valid Stanford 9 test scores).

How to Determine Subgroup Growth Targets for 2000–2001

Subgroup Growth Targets for Comparable Improvement

The API shall be used to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. "Numerically significant" means (1) at least 30 pupils with valid Stanford 9 scores and at least 15% of a school's tested enrollment or (2) at least 100 pupils with valid Stanford 9 scores (even if less than 15% of the school's tested enrollment). A "socioeconomically disadvantaged" pupil is a pupil neither of whose parent has received a high school diploma **or** one who participates in the free or reduced price lunch program. The subgroup growth target will be calculated for each subgroup as 80% of the schoolwide growth target.

- **Step 1:** Determine which subgroups in the school are numerically significant for 2000. In this example, the African American, Hispanic, and White ethnic groups and the socioeconomically disadvantaged pupil population are numerically significant subgroups within the school.

School Populations	Valid 2000 Stanford 9 Pupil Test Scores	Percent of total	Is the subgroup numerically significant?
Schoolwide	700	100%	n/a
Subgroups			
• African American not Hispanic	160	23%	**yes**
• American Indian or Alaska Native	20	3%	no
• Asian	80	11%	no
• Filipino	3	0%	no
• Hispanic or Latino	320	46%	**yes**
• Pacific Islander	17	2%	no
• White not Hispanic	100	14%	**yes**
• Socioeconomically disadvantaged	300	43%	**yes**

- **Step 2:** Determine the 2000 API Base for each subgroup. The subgroup APIs are calculated in the same way as the schoolwide APIs. In this example, the subgroup API for African American is 600, for Hispanic is 480, for White is 630, and for Socioeconomically disadvantaged is 390.

- **Step 3:** The growth target for each numerically significant subgroup is 80% of the schoolwide target. Multiply 80% by the schoolwide target. In this example the schoolwide target is 13; therefore, 80% x 13 = 10.

	School and Subgroup Scores			
	A	B	C	D
	2000 API Base	Schoolwide Target: 5% Distance to Statewide Target ((800 - A) x 5%)	Subgroup Growth Target: 80% of Schoolwide Target (B x 80%)	Performance Target for 2001 (A + C)
Schoolwide	535	13		
Numerically Significant Subgroups				
• African American not Hispanic	600		10	610
• Hispanic	480		10	490
• White not Hispanic	630		10	640
• Socioeconomically disadvantaged	390		10	400

Note: A subgroup in a school with a 2000 API Base between 781 and 799 will have a growth target of 1. Regardless of the schoolwide API, a subgroup with a 2000 API Base of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with a 2000 API Base of 800 or more, any numerically significant subgroup with a 2000 API Base of less than 800 must improve by at least 1 point in order to meet its subgroup growth target. If 80% of the schoolwide target results in a subgroup target that is greater than the distance from the subgroup API to 800, the subgroup target equals the distance to 800. Subgroup APIs are not calculated for small schools (schools having between 11 and 99 valid Stanford 9 test scores).

SCHOOLWIDE AND SUBGROUP GROWTH TARGETS

To meet the Schoolwide Growth Target...

If the school's API (Base) is between 200 and 780 (Column A), the school's growth target is 5% of the distance between a school's API (Base) and the interim statewide performance target of 800. If the school's API (Base) is between 781 and 799 (Column B), the school's growth target is 1 point gain. If the school's API (Base) is 800 or more (Column C), the school must maintain an API of at least 800 in order to meet its schoolwide growth target.

Schoolwide API (Base)

	200 to 780	**781 to 799**	**800 or more**
	A	**B**	**C**
Schoolwide Growth Target:	5% distance from the school API to 800	1 point gain	Maintain 800 or more

To meet the Subgroup Growth Targets...

The growth targets for subgroups will depend on what the schoolwide API (Base) is. If the school's API (Base) is between 200 and 780 (Column A) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 80% of the schoolwide target. If the school's API (Base) is 781 or more (Columns B and C) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 1 point gain. Regardless of the school's API (Base), if the subgroup API (Base) is 800 or more (Row 2), the subgroup must maintain an API of at least 800 in order to meet its growth target.

Schoolwide API (Base)

			200 to 780	**781 to 799**	**800 or more**
			A	**B**	**C**
Subgroup Growth Target:	***Subgroup API (Base)***	**200 to 799**	**1**	80% of schoolwide target[1]	1 point gain
		800 or more	**2**	Maintain 800 or more	

For Awards Eligibility...

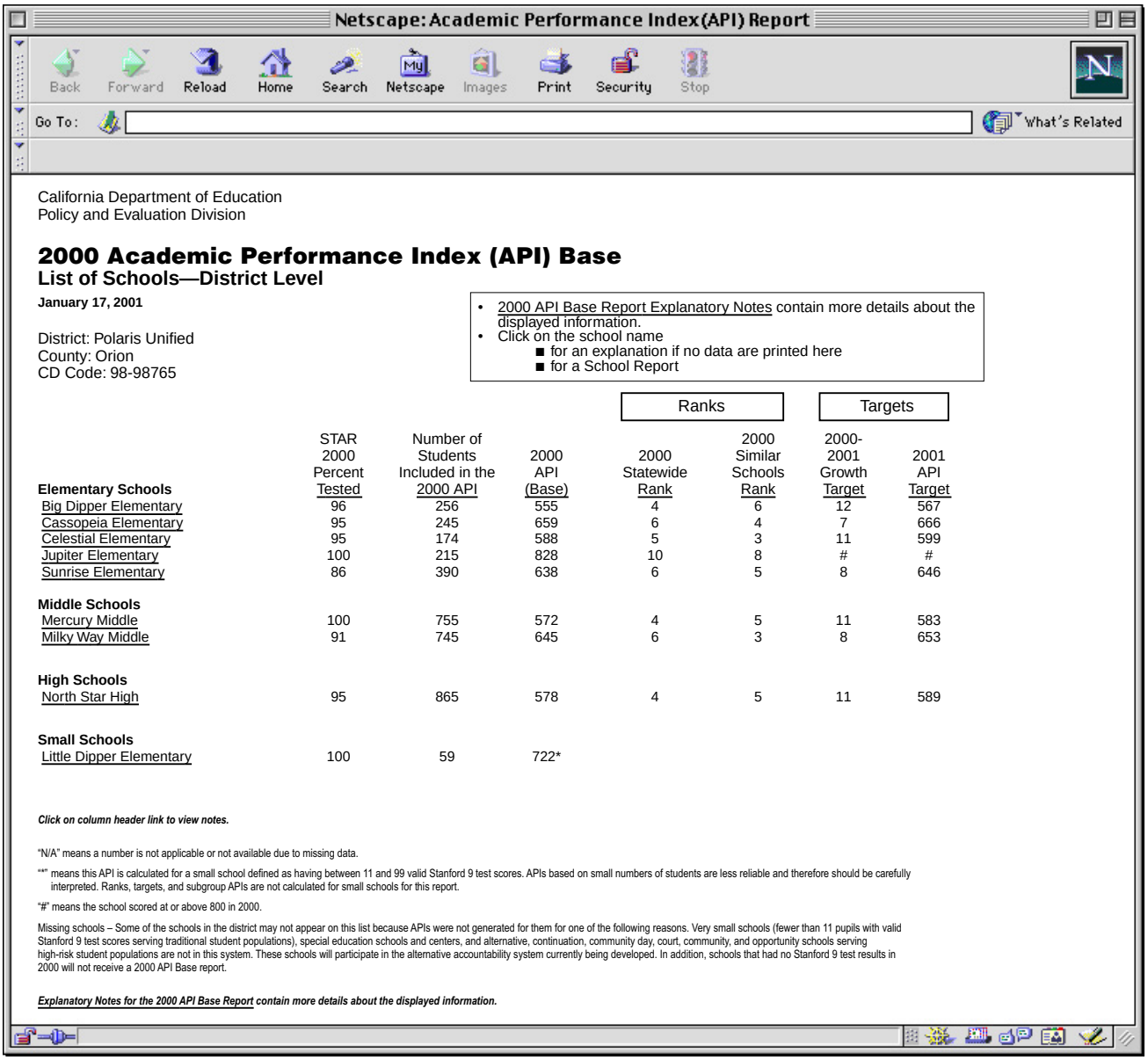
To be eligible for awards, a school must meet or exceed its schoolwide growth target and meet or exceed each subgroup growth target. A school with an API (Base) of 800 or more must make at least 1 point gain in its API.

Note: The minimum growth target is one point. "Subgroup" refers to each numerically significant ethnic and socioeconomically disadvantaged subgroup at the school.

[1] The subgroup growth target is 80% of the schoolwide growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance to 800.

SAMPLE INTERNET REPORTS FOR THE 2000 API BASE

List of schools—District Level



Netscape: Academic Performance Index (API) Report

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California Department of Education
Policy and Evaluation Division

2000 Academic Performance Index (API) Base
List of Schools—District Level

January 17, 2001

District: Polaris Unified
County: Orion
CD Code: 98-98765

- 2000 API Base Report Explanatory Notes contain more details about the displayed information.
- Click on the school name
  - for an explanation if no data are printed here
  - for a School Report

				Ranks		Targets	
Elementary Schools	STAR 2000 Percent Tested	Number of Students Included in the 2000 API	2000 API (Base)	2000 Statewide Rank	2000 Similar Schools Rank	2000-2001 Growth Target	2001 API Target
Big Dipper Elementary	96	256	555	4	6	12	567
Cassopeia Elementary	95	245	659	6	4	7	666
Celestial Elementary	95	174	588	5	3	11	599
Jupiter Elementary	100	215	828	10	8	#	#
Sunrise Elementary	86	390	638	6	5	8	646
Middle Schools							
Mercury Middle	100	755	572	4	5	11	583
Milky Way Middle	91	745	645	6	3	8	653
High Schools							
North Star High	95	865	578	4	5	11	589
Small Schools							
Little Dipper Elementary	100	59	722*				

Click on column header link to view notes.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Ranks, targets, and subgroup APIs are not calculated for small schools for this report.

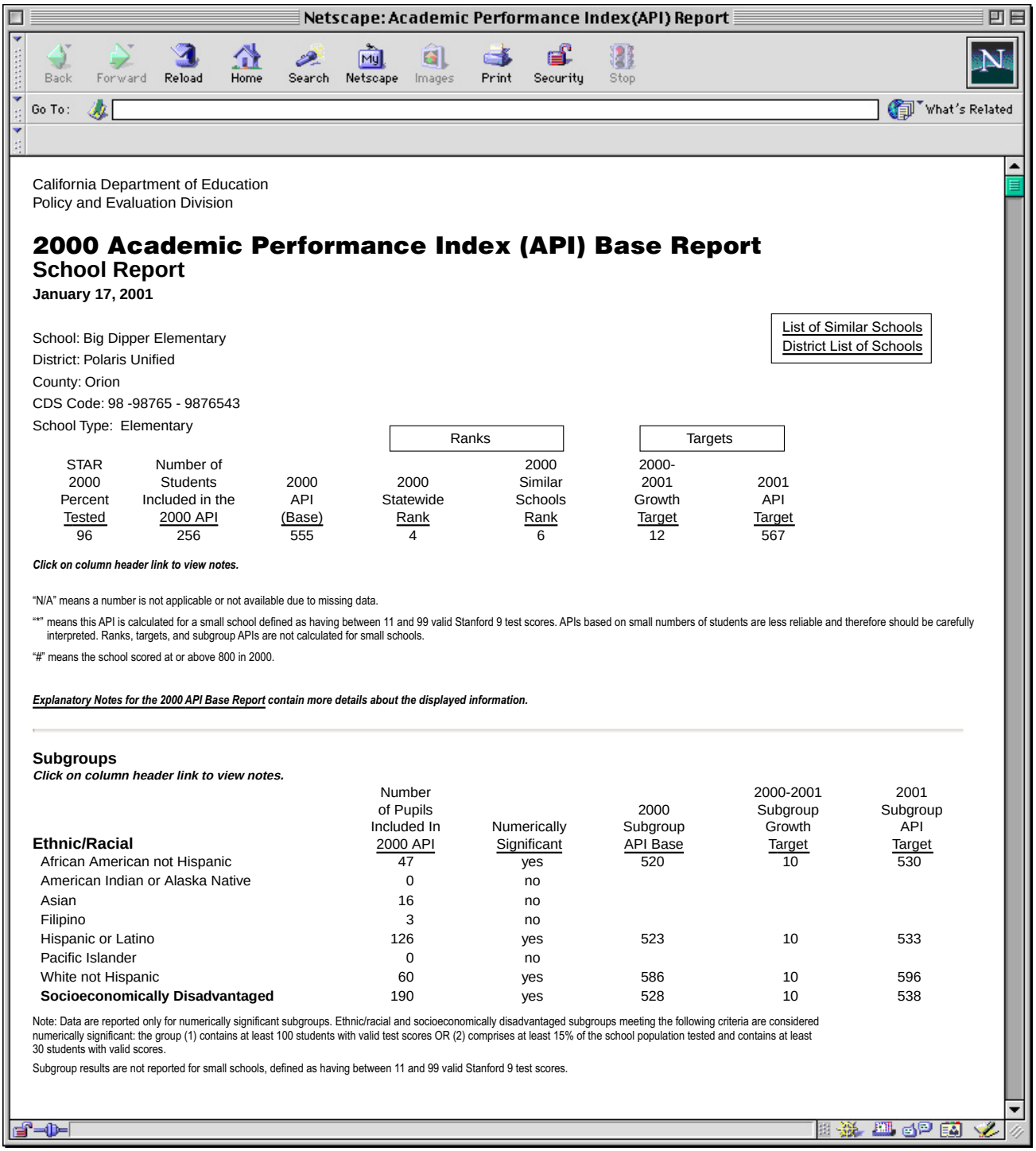
"#" means the school scored at or above 800 in 2000.

Missing schools – Some of the schools in the district may not appear on this list because APIs were not generated for them for one of the following reasons. Very small schools (fewer than 11 pupils with valid Stanford 9 test scores serving traditional student populations), special education schools and centers, and alternative, continuation, community day, court, community, and opportunity schools serving high-risk student populations are not in this system. These schools will participate in the alternative accountability system currently being developed. In addition, schools that had no Stanford 9 test results in 2000 will not receive a 2000 API Base report.

Explanatory Notes for the 2000 API Base Report contain more details about the displayed information.

This example shows the List of Schools for a district. A list of schools for each county office of education is also available in a similar format.

School Report (Elementary)



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California Department of Education
Policy and Evaluation Division

2000 Academic Performance Index (API) Base Report
School Report

January 17, 2001

List of Similar Schools
District List of Schools

School: Big Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98 -98765 - 9876543
School Type: Elementary

			Ranks		Targets	
STAR 2000 Percent Tested	Number of Students Included in the 2000 API	2000 API (Base)	2000 Statewide Rank	2000 Similar Schools Rank	2000-2001 Growth Target	2001 API Target
96	256	555	4	6	12	567

Click on column header link to view notes.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Ranks, targets, and subgroup APIs are not calculated for small schools.

"#" means the school scored at or above 800 in 2000.

Explanatory Notes for the 2000 API Base Report contain more details about the displayed information.

Subgroups

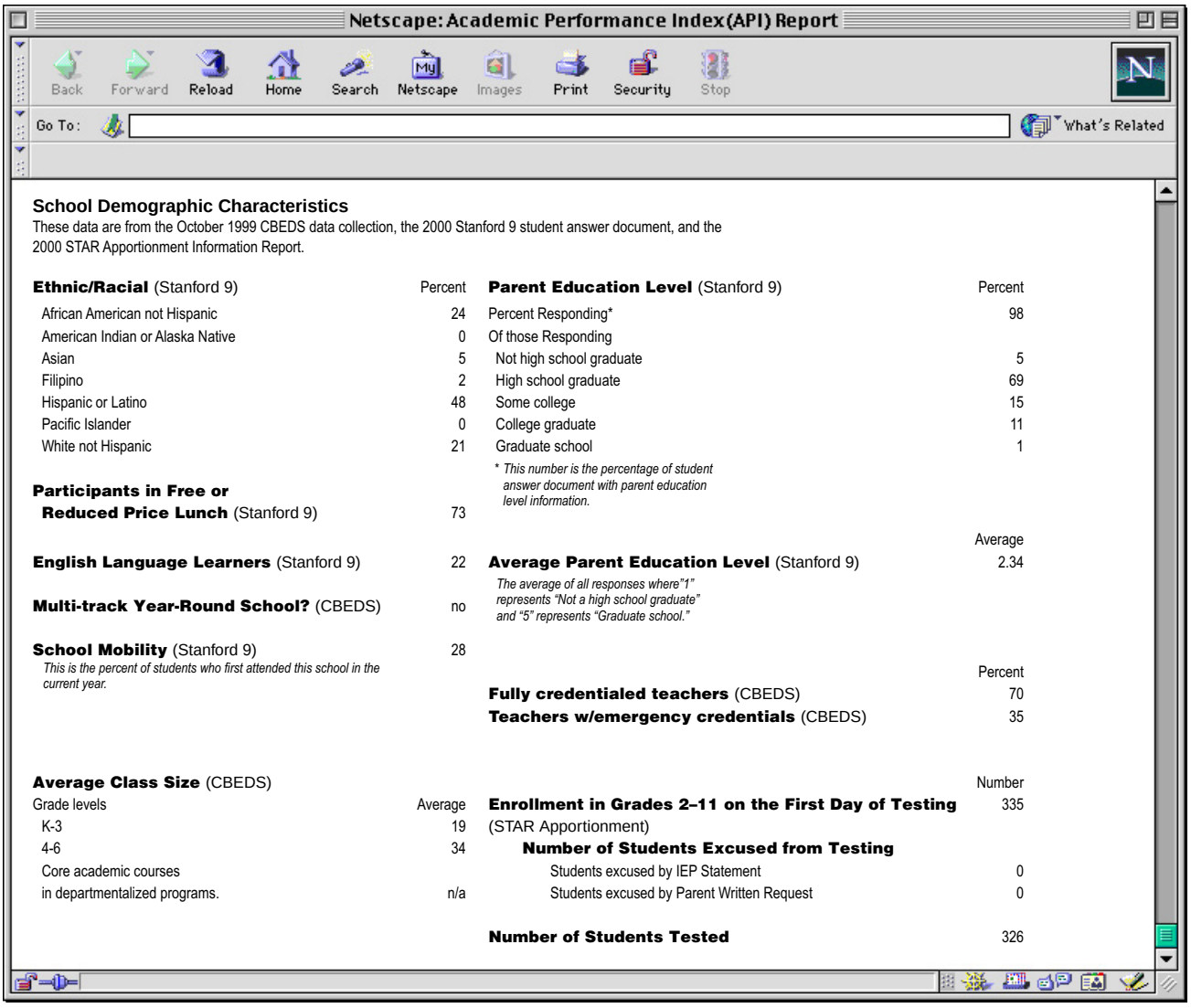
Click on column header link to view notes.

Ethnic/Racial	Number of Pupils Included In 2000 API	Numerically Significant	2000 Subgroup API Base	2000-2001 Subgroup Growth Target	2001 Subgroup API Target
African American not Hispanic	47	yes	520	10	530
American Indian or Alaska Native	0	no			
Asian	16	no			
Filipino	3	no			
Hispanic or Latino	126	yes	523	10	533
Pacific Islander	0	no			
White not Hispanic	60	yes	586	10	596
Socioeconomically Disadvantaged	190	yes	528	10	538

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Subgroup results are not reported for small schools, defined as having between 11 and 99 valid Stanford 9 test scores.

School Report (Elementary)



School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent
African American not Hispanic	24
American Indian or Alaska Native	0
Asian	5
Filipino	2
Hispanic or Latino	48
Pacific Islander	0
White not Hispanic	21

Participants in Free or Reduced Price Lunch (Stanford 9)	73
English Language Learners (Stanford 9)	22
Multi-track Year-Round School? (CBEDS)	no
School Mobility (Stanford 9)	28

This is the percent of students who first attended this school in the current year.

Parent Education Level (Stanford 9)	Percent
Percent Responding*	98
Of those Responding	
Not high school graduate	5
High school graduate	69
Some college	15
College graduate	11
Graduate school	1

** This number is the percentage of student answer document with parent education level information.*

	Average
Average Parent Education Level (Stanford 9)	2.34

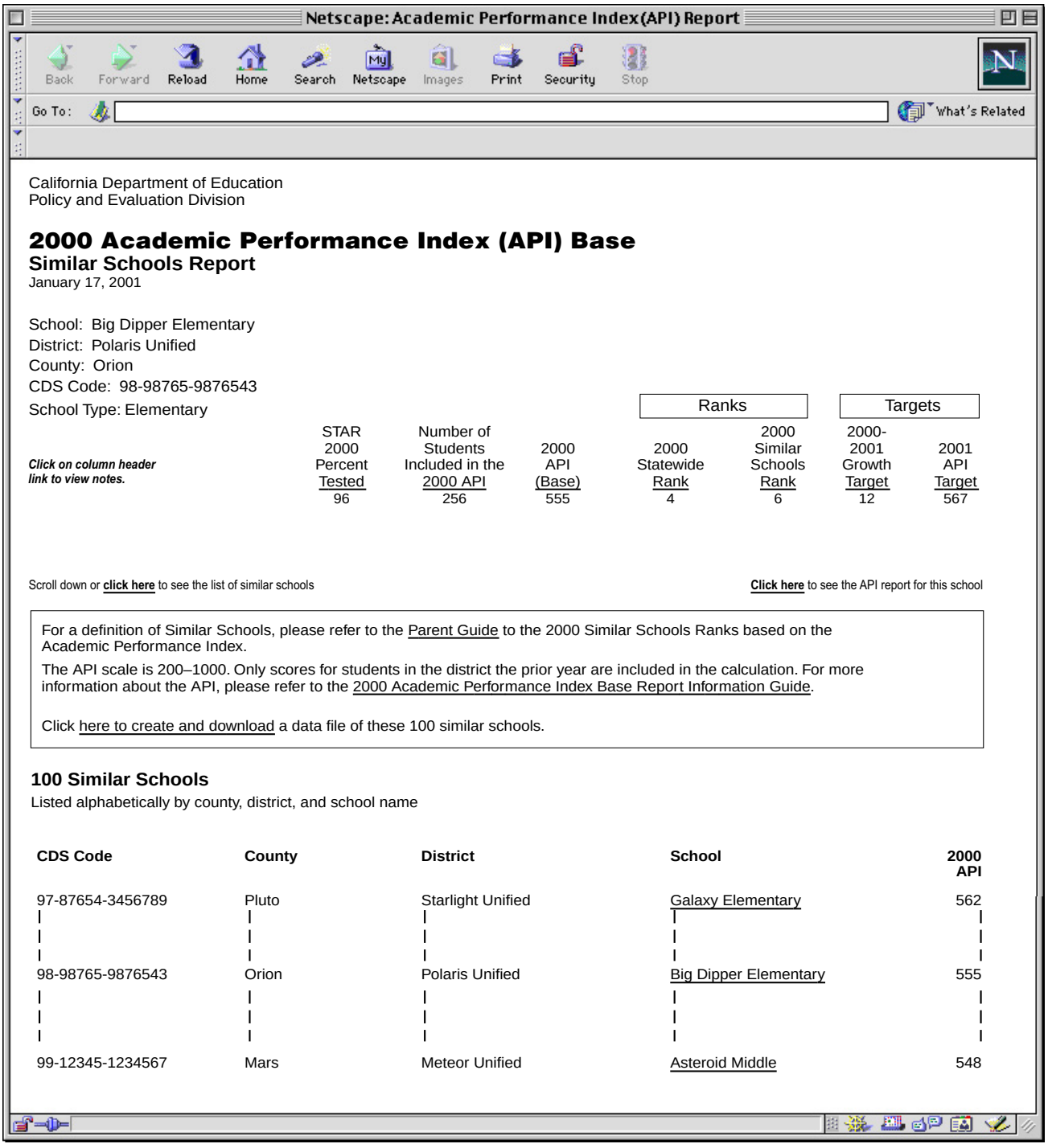
The average of all responses where"1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Percent
Fully credentialed teachers (CBEDS)	70
Teachers w/emergency credentials (CBEDS)	35

Average Class Size (CBEDS)	
Grade levels	Average
K-3	19
4-6	34
Core academic courses in departmentalized programs.	n/a

	Number
Enrollment in Grades 2–11 on the First Day of Testing (STAR Apportionment)	335
Number of Students Excused from Testing	
Students excused by IEP Statement	0
Students excused by Parent Written Request	0
Number of Students Tested	326

Similar Schools Report (Elementary)



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California Department of Education
Policy and Evaluation Division

2000 Academic Performance Index (API) Base
Similar Schools Report
January 17, 2001

School: Big Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

				Ranks		Targets	
Click on column header link to view notes.	STAR 2000 Percent Tested	Number of Students Included in the 2000 API	2000 API (Base)	2000 Statewide Rank	2000 Similar Schools Rank	2000-2001 Growth Target	2001 API Target
	96	256	555	4	6	12	567

Scroll down or **click here** to see the list of similar schools

Click here to see the API report for this school

For a definition of Similar Schools, please refer to the Parent Guide to the 2000 Similar Schools Ranks based on the Academic Performance Index.

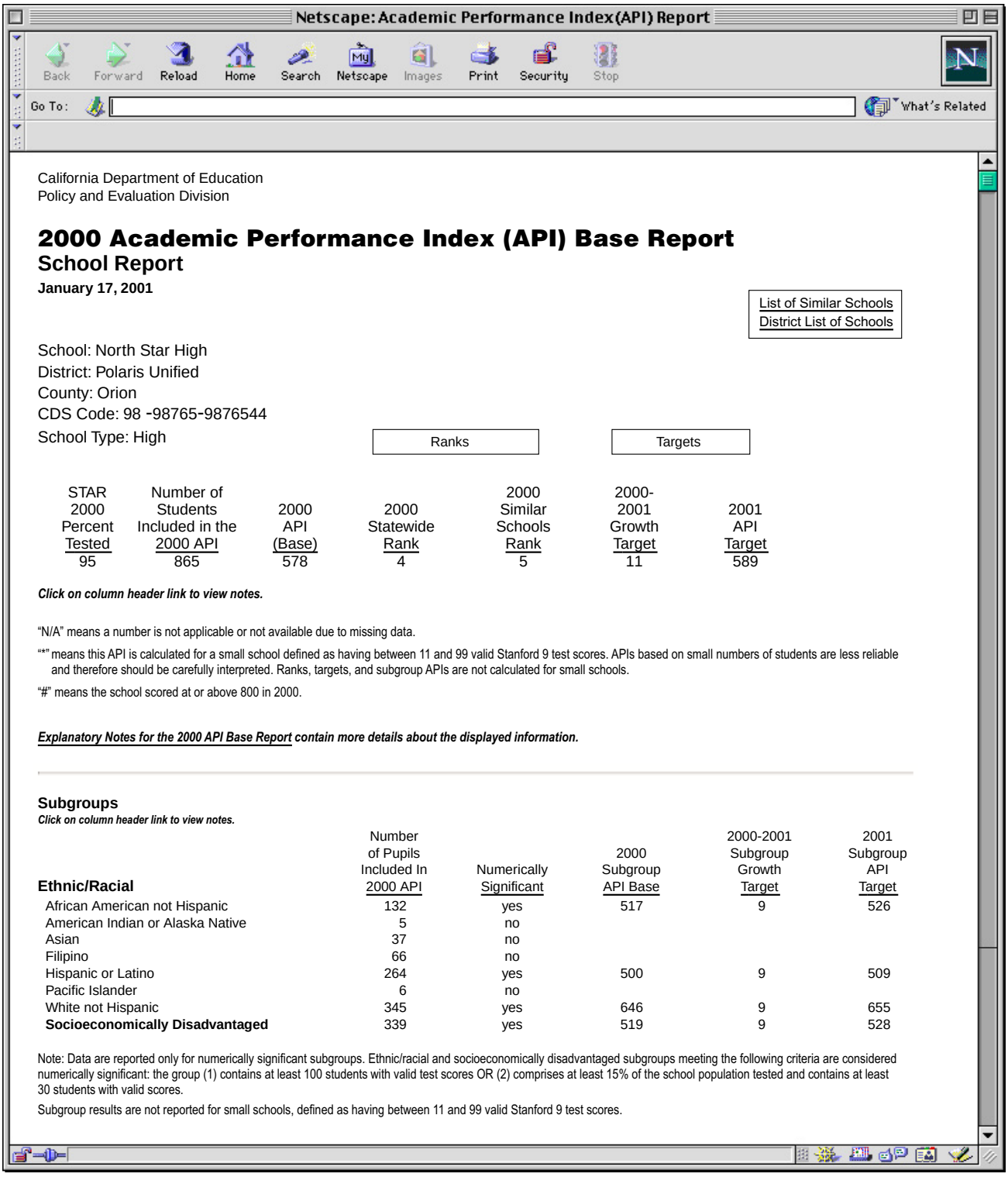
The API scale is 200–1000. Only scores for students in the district the prior year are included in the calculation. For more information about the API, please refer to the 2000 Academic Performance Index Base Report Information Guide.

Click here to create and download a data file of these 100 similar schools.

100 Similar Schools
Listed alphabetically by county, district, and school name

CDS Code	County	District	School	2000 API
97-87654-3456789	Pluto	Starlight Unified	Galaxy Elementary	562
98-98765-9876543	Orion	Polaris Unified	Big Dipper Elementary	555
99-12345-1234567	Mars	Meteor Unified	Asteroid Middle	548

School Report (High School)



California Department of Education
Policy and Evaluation Division

2000 Academic Performance Index (API) Base Report
School Report

January 17, 2001

List of Similar Schools
District List of Schools

School: North Star High
District: Polaris Unified
County: Orion
CDS Code: 98 -98765-9876544
School Type: High

			Ranks		Targets	
STAR 2000 Percent Tested	Number of Students Included in the 2000 API	2000 API (Base)	2000 Statewide Rank	2000 Similar Schools Rank	2000-2001 Growth Target	2001 API Target
95	865	578	4	5	11	589

Click on column header link to view notes.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Ranks, targets, and subgroup APIs are not calculated for small schools.

"#" means the school scored at or above 800 in 2000.

Explanatory Notes for the 2000 API Base Report contain more details about the displayed information.

Subgroups

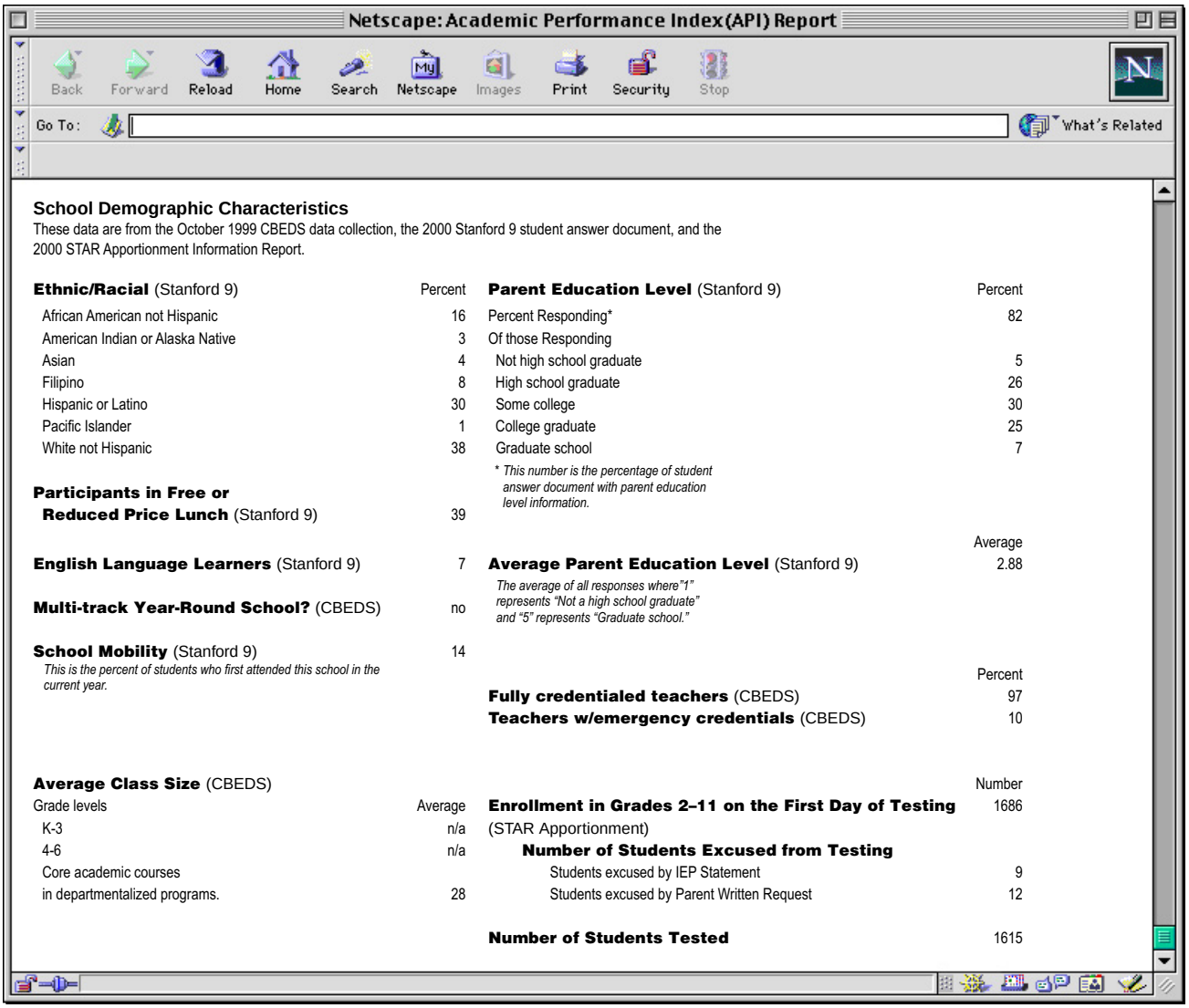
Click on column header link to view notes.

Ethnic/Racial	Number of Pupils Included In 2000 API	Numerically Significant	2000 Subgroup API Base	2000-2001 Subgroup Growth Target	2001 Subgroup API Target
African American not Hispanic	132	yes	517	9	526
American Indian or Alaska Native	5	no			
Asian	37	no			
Filipino	66	no			
Hispanic or Latino	264	yes	500	9	509
Pacific Islander	6	no			
White not Hispanic	345	yes	646	9	655
Socioeconomically Disadvantaged	339	yes	519	9	528

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Subgroup results are not reported for small schools, defined as having between 11 and 99 valid Stanford 9 test scores.

School Report (High School)



School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent
African American not Hispanic	16
American Indian or Alaska Native	3
Asian	4
Filipino	8
Hispanic or Latino	30
Pacific Islander	1
White not Hispanic	38

Participants in Free or Reduced Price Lunch (Stanford 9)	39
English Language Learners (Stanford 9)	7
Multi-track Year-Round School? (CBEDS)	no
School Mobility (Stanford 9)	14

This is the percent of students who first attended this school in the current year.

Average Class Size (CBEDS)	
Grade levels	Average
K-3	n/a
4-6	n/a
Core academic courses in departmentalized programs.	28

Parent Education Level (Stanford 9)	Percent
Percent Responding*	82
Of those Responding	
Not high school graduate	5
High school graduate	26
Some college	30
College graduate	25
Graduate school	7

** This number is the percentage of student answer document with parent education level information.*

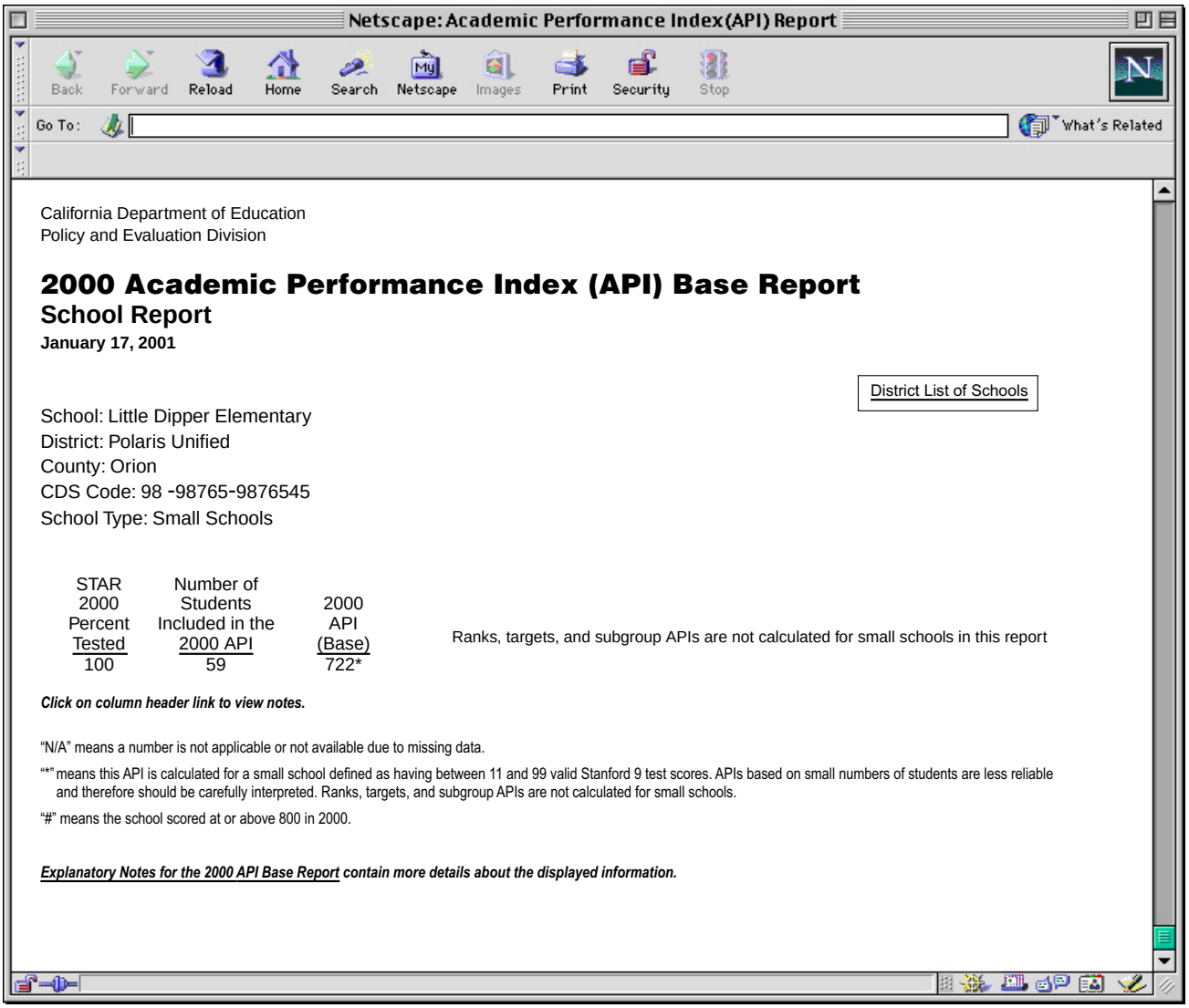
	Average
Average Parent Education Level (Stanford 9)	2.88

The average of all responses where"1" represents "Not a high school graduate" and "5" represents "Graduate school."

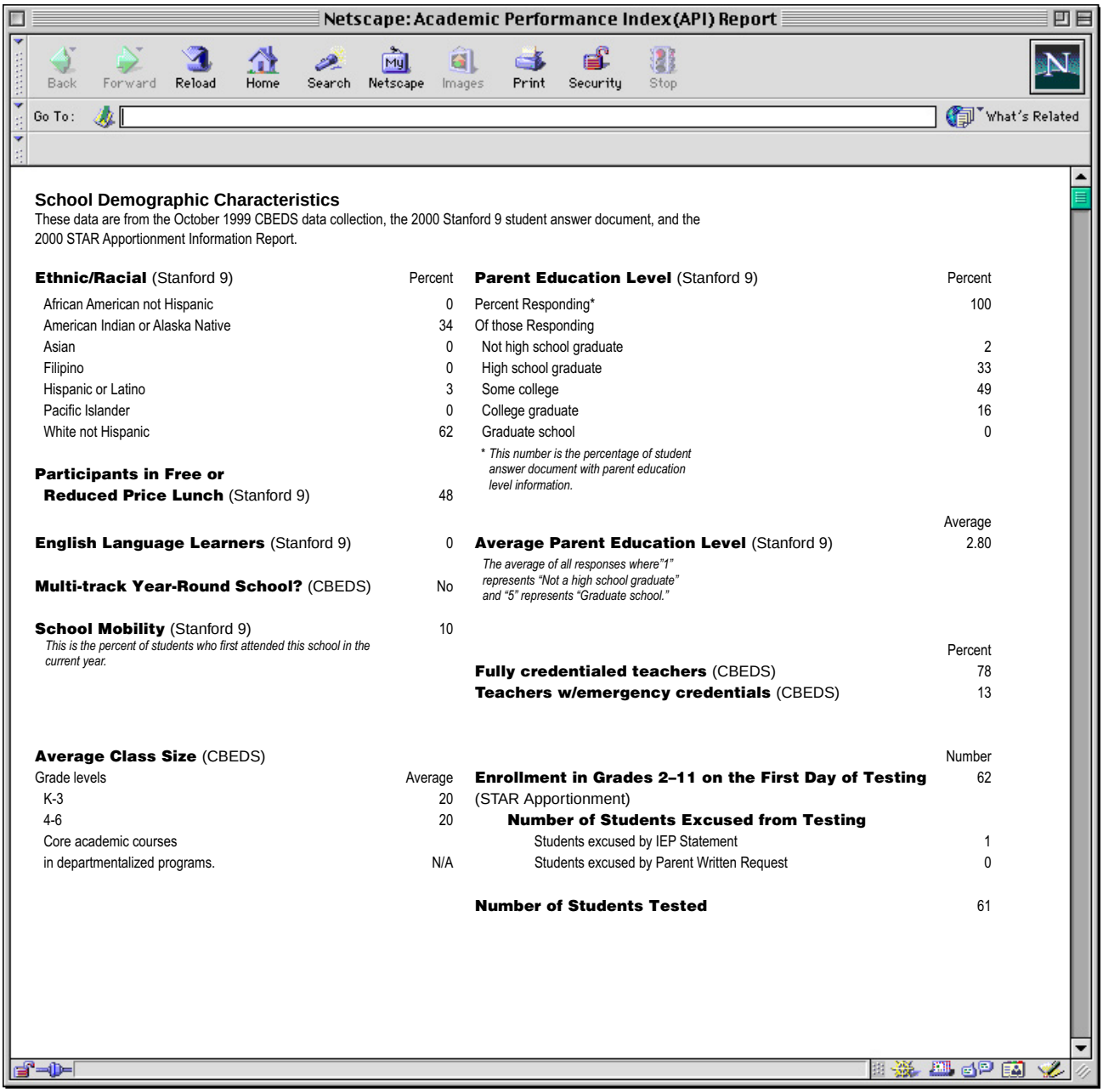
	Percent
Fully credentialed teachers (CBEDS)	97
Teachers w/emergency credentials (CBEDS)	10

	Number
Enrollment in Grades 2–11 on the First Day of Testing (STAR Apportionment)	1686
Number of Students Excused from Testing	
Students excused by IEP Statement	9
Students excused by Parent Written Request	12
Number of Students Tested	1615

School Report (Small Schools)



School Report (Small Schools)



School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent
African American not Hispanic	0
American Indian or Alaska Native	34
Asian	0
Filipino	0
Hispanic or Latino	3
Pacific Islander	0
White not Hispanic	62

Participants in Free or Reduced Price Lunch (Stanford 9) 48

English Language Learners (Stanford 9) 0

Multi-track Year-Round School? (CBEDS) No

School Mobility (Stanford 9) 10

This is the percent of students who first attended this school in the current year.

Parent Education Level (Stanford 9)	Percent
Percent Responding*	100
Of those Responding	
Not high school graduate	2
High school graduate	33
Some college	49
College graduate	16
Graduate school	0

** This number is the percentage of student answer document with parent education level information.*

	Average
Average Parent Education Level (Stanford 9)	2.80

The average of all responses where"1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Percent
Fully credentialed teachers (CBEDS)	78
Teachers w/emergency credentials (CBEDS)	13

Average Class Size (CBEDS)	
Grade levels	Average
K-3	20
4-6	20
Core academic courses	
in departmentalized programs.	N/A

	Number
Enrollment in Grades 2–11 on the First Day of Testing (STAR Apportionment)	62
Number of Students Excused from Testing	
Students excused by IEP Statement	1
Students excused by Parent Written Request	0
Number of Students Tested	61

Parent Guide to the

January 2001

2000 Similar Schools Ranks based on the Academic Performance Index

In January 2001, public schools throughout California received their second Academic Performance Index (API) Base reports. The API is the cornerstone of the Public Schools Accountability Act (PSAA) of 1999. It measures the academic performance and progress of schools. Annual growth targets for future academic improvement are determined for schools based on the API. Schools that reach their annual targets will be rewarded. Schools that do not meet their targets will be eligible for interventions or subject to sanctions.

2000 API Base Reports

The API Base for the 2000–2001 API Reporting Cycle was based on results of the Stanford 9 achievement test, given in spring 2000 as part of the state's Standardized Testing and Reporting (STAR) program. The 2000 API Base report for each school shows:

- 2000 API Base score
- 2000 statewide rank
- 2000 rank compared to 100 other schools with similar demographic characteristics (similar schools ranks)
- 2000–2001 API growth target for the school and for significant groups of students in the school
- School demographic characteristics

The API score is on a scale of 200–1000. The statewide and similar schools ranks are on a scale of 1–10. The API reports can be accessed through the California Department of Education (CDE) website at http://api.cde.ca.gov.

Similar Schools Ranks

The API reports include a "similar schools rank." This information shows where a school ranks on a scale of 1–10, compared with 100 other schools with similar demographic characteristics. California public schools serve students with many different backgrounds and needs. As a result, schools face different educational challenges. The similar schools ranks for 2000 allow schools to look at their academic performance compared to other schools with some of the same opportunities and challenges. The comparison of similar schools is required by the PSAA and provides additional information about schools beyond that provided by APIs and statewide ranks. Similar schools ranks are not used to establish eligibility for awards or interventions provided by the PSAA.

Several school demographic characteristics form the basis for determining the similar schools comparisons. Page 2 of this guide provides a complete listing of the demographic characteristics used.

Looking Ahead — The 2000–2001 API Growth Report

In the fall of 2001, schools will receive their 2000–2001 API Growth reports. These reports will include the following information for each school:

- 2000–2001 school growth (2001 API Growth score minus 2000 API Base score)
- 2000–2001 growth for significant groups of students in the school
- information on whether growth targets were met

Prepared by the Policy and Evaluation Division, California Department of Education

Questions and Answers about the Similar Schools Ranks in the 2000 API Report

What is the PSAA?

The PSAA is designed to measure the academic improvement of California public schools, reward those schools that meet their improvement goals, and help those schools that do not meet their goals. A key part of the PSAA is the Academic Performance Index (API) report. Schools received their 2000 API Base reports in January 2001.

What is the API?

The API measures the performance and progress of a school. It is a numeric index or scale that ranges from a low of 200 to a high of 1000. The state has set 800 as the API score that schools should strive to meet. Schools that fall short of the target will be required to meet annual growth targets until the statewide target of 800 is reached. Schools that already meet or exceed the statewide target of 800 should continue working to improve the academic performance of all their students.

What are the similar schools ranks?

The Public Schools Accountability Act (PSAA) of 1999 [Education Code Section 52056(a)] requires the state to annually rank all public schools in California based on the API. The similar schools rank compares a school's academic achievement on the API with other schools that have similar demographic characteristics.

What is the purpose of comparing similar schools in the API report?

California public schools serve groups of students with different backgrounds and needs. As a result, schools face different educational challenges and opportunities. For this reason, it is helpful to provide information about a school's academic achievement as it compares to similar schools.

How are the similar schools ranks used?

The similar schools ranks can be used in at least two ways. First, schools can use this information as a reference point for judging their academic achievement against other schools facing similar challenges. Second, schools may improve their academic performance by studying what similar schools with higher rankings are doing. Similar schools ranks are not used in any way as the basis for awards.

Demographic Characteristics Used to Identify Similar Schools

The PSAA law requires that the following school demographic characteristics, or factors, be used to identify the similar schools:

School Demographic Characteristics	How Characteristics Are Determined
Pupil mobility	% of students who first attended the school in the current year
Pupil ethnicity	% of students in the school in each of these ethnic categories: • American Indian or Alaska Native • Asian • Pacific Islander • Filipino • Hispanic or Latino • African American not Hispanic • White not Hispanic
Pupil socioeconomic status	Average of all parent educational level responses for the school % of students in the school that participated in the free or reduced price lunch program
Percentage of teachers who are fully credentialed	% of teachers in the school who are fully credentialed
Percentage of teachers who hold emergency credentials	% of teachers in the school who hold emergency permits
Percentage of pupils who are English language learners	% of students in the school who are classified as English language learners
Average class size per grade level	Average class size at the school for each grade level: • K–3 • 4–6 • Core academic courses in departmentalized programs
Whether the schools operate multi-track year-round educational programs	Schools are categorized as either operating or not operating multi-track year-round educational programs

What sources were used to collect the demographic data for the 2000 similar schools ranks?

The demographic data for the similar schools ranks came from several sources, including the 2000 administration of the Standardized Testing and Reporting (STAR) program, the 1999 California Basic Educational Data System (CBEDS) and the 2000 STAR Apportionment Information Report.

How were the 2000 similar schools ranks calculated?

Several steps were used to calculate the 2000 similar schools ranks. First, schools were divided into grade level categories (elementary, middle, and high schools). Then, a School Characteristics Index (SCI), or composite of the school's demographic characteristics, was calculated for each school. Next, a comparison group of 100 similar schools was formed, based on similar SCIs. Last, the similar schools rank for each school was generated. This ranking was based on the school's API compared with the APIs of other similar schools in the comparison group.

What is the SCI and how is it calculated?

The SCI combines the demographic characteristics of a school. It is calculated through a statistical procedure that produces a single index based on all of the factors included. Schools with SCIs that are close in numerical value face similar educational challenges and opportunities.

Do all 100 schools in the same similar schools rank have the same demographic characteristics?

Each school is unique; therefore, it is impossible to find similar schools that match in every way. In order to form large enough groups of similar schools for meaningful ranks, the procedure used for each SCI allows for some differences between schools.

How were the similar schools ranks determined for 2000?

A comparison group for each school was formed by placing the school's SCI as the median or mid-point (middle) and taking the 50 schools with SCIs just above and the 50 just below. The 100 schools in the comparison group were sorted according to their 2000 API and divided into 10 equal sized groups (deciles). The API of the school was then compared to the APIs of the schools in its group. The school was assigned a decile rank based on this comparison, and that is the rank shown on the report.

How can I find out which schools are in the comparison group for my student's school?

The list of the 100 schools included in each school's similar schools comparison group can be accessed through the CDE web site at http://api.cde.ca.gov.

Another school in the district has similar students and almost exactly the same API score but a different "similar schools" rank. How can that be?

Even if schools appear quite similar, they may differ with respect to some measured characteristics. Small differences in two school's demographic characteristics and SCIs can result in very different groups of similar schools. If one school's comparison group has a different range of API scores than the other school, the two schools' ranks may differ.

Will the comparison group for my student's school remain the same from year to year?

In January 2001, your school received a 2000 similar schools rank which compared the school's 2000 API level to a group of 100 similar schools.

In January 2002, your school will receive a 2001 similar schools rank which will compare its 2001 API level to a *new* group of 100 similar schools.

If our school's API score remains the same next year, will its statewide rank be the same as 2000?

Your rank will not necessarily be the same next year, even if your API score remains the same. Your rank may go up or down, depending on how the rest of the schools in the state perform. This is because your statewide rank is a comparison with other schools in the state.

How is a school's socioeconomic status measured?

Socioeconomic status is based on the school's average parent education level and percent of student participation in the free or reduced price lunch program. The source for parent education level and free or reduced price lunch program is the demographics section of the STAR answer document.

Is a school penalized in any way if the parent educational level is not reported for all students?

Although there is no penalty for *not* providing parent educational levels, a school should do its best to obtain complete information so that its similar schools rank can be as accurate as possible. Reliable parent educational level information is helpful in producing the most appropriate similar schools group for your school.

How can elementary school children, as young as second graders, be expected to report their parents' educational level?

Parent educational level information is provided by the school and district. The method of collecting these data varies across the state, but schools and districts should ensure that the information is as accurate as possible. Young children are not expected to provide this information unassisted.

The similar schools rank for my student's school is higher (about the same, lower) than its statewide rank. How should that be interpreted?

These ranks are calculated in completely different ways and are not related. The statewide API rank compares your school to many schools statewide. The similar schools rank compares your school to 100 schools like yours.

How can the similar schools rank for my student's school be raised?

The SCI, from which the group of similar schools is determined, is designed to reflect demographic characteristics *not* under a school's control. The school should focus on ways to raise its API by improving instruction and student achievement. These efforts will help improve the academic growth of the school and its API.

Where can parents go for more information?

Parents should direct their questions about the API or the PSAA or plans for improving the school's academic performance to the principal or other school administrators. Schools also will be asking parents to become actively involved in the improvement process. Further information about the PSAA and API can be accessed through the CDE website at http://www.cde.ca.gov/psaa.

Description of Similar Schools Ranks

The similar schools ranks compare an individual school's API to the 100 schools in its comparison group. Schools are ranked in ten equal groups (deciles) from the lowest (one) to the highest (ten). A description of the **similar schools ranks** follows:

Rank	Description
	This school's API is:
9 or 10	Well above average for elementary, middle, or high schools with similar characteristics
7 or 8	Above average for elementary, middle, or high schools with similar characteristics
5 or 6	About average for elementary, middle, or high schools with similar characteristics
3 or 4	Below average for elementary, middle, or high schools with similar characteristics
1 or 2	Well below average for elementary, middle, or high schools with similar characteristics

PSAA REFERENCE GUIDE TO THE INTERNET AND CONTACTS

The 2000 API Base results will be posted on the California Department of Education (CDE) web site at 10:00 a.m. on January 17, 2001 at http://api.cde.ca.gov and at http://www.cde.ca.gov/psaa/api. The following provides a list of CDE Internet sites and contact offices related to the PSAA:

Topic	CDE Contact Offices	CDE Website
PSAA	Policy and Evaluation Division (916) 657-2757 psaa@cde.ca.gov	http://www.cde.ca.gov/psaa
Academic Performance Index (API)	Educational Planning and Information Center, Policy and Evaluation Division (916) 657-2273 epic@cde.ca.gov	http://www.cde.ca.gov/psaa/api
Immediate Intervention/ Underperforming Schools Program (II/USP)	Education Support and Networks Division (916) 657-3351	http://www.cde.ca.gov/iiusp
API Awards Programs: • Governor's Performance Award (GPA) Program • School Site Employee Performance Bonus • Certificated Staff Performance Incentive Act	Awards Unit, Policy and Evaluation Division (916) 657-2757 awards@cde.ca.gov	http://www.cde.ca.gov/awards
Alternative Accountability System	Educational Options Office, Educational Support Systems Division (916) 322-5012	http://www.cde.ca.gov/psaa/api

PSAA CHRONOLOGY

April 1999 Public Schools Accountability Act of 1999 (PSAA) legislation (Chapter 3 of 1999) enacted

July 1999 *Framework for the Academic Performance Index (API)* approved by the State Board of Education

August 1999 Schools scoring in the lower half of the statewide distribution on the norm-referenced portion of the Standardized Testing and Reporting (STAR) program test for both 1998 and 1999 invited to participate in the Immediate Intervention/Underperforming Schools Program (II/USP)

September 1999 Eligible schools selected for II/USP (first cohort schools)

November 1999 *The 1999 Base Year Academic Performance Index (API)* approved by the State Board of Education

January 2000 1999 API Base scores, rankings, and growth targets established and disseminated to schools

July 2000 Alternative accountability system framework adopted by State Board

July 2000 State Board approves method and indicators for 2000 API Base to be the same as the 1999 API Base

Fall 2000 Schools' 1999–2000 API Growth reported; 430 eligible schools not in II/USP selected for II/USP (second cohort schools); schools that met criteria eligible for awards from the Governor's Performance Award (GPA) Program, School Site Employee Performance Bonus, and Certificated Staff Incentive Act

January 2001 2000 API Base scores, rankings, and growth targets reported to schools, including small schools 2001 API Base (asterisked APIs)